

THE HEADTEACHERS' PERCEPTION OF PRACTICING OF EFFECTIVE TRANSFORMATIONAL LEADERSHIP, MALAYSIA

Mohamad Johdi Salleh, PhD

Parvina Saidova, MEd

International Islamic University Malaysia (IIUM)

Abstract

The study discusses the headteachers' perceptions of practicing of effective transformational leadership in primary schools Malaysia. This study focuses on four dimensions of transformational leadership namely a developing widely shared vision, providing intellectual stimulations, offering individualized support, and, creating a productive school culture. The study used questionnaire to collect data from a conveniently and randomly selected sample of one hundred and seventy six headteachers pursuing the special Bachelor of Educational Management program at the International Islamic University Malaysia (IIUM), University Malaysia Sabah (UMS); University Tun Hussein Onn Malaysia (UTHM). The result of the analysis showed that practice and effectiveness of transformational leadership were correlated positively according to respondents' perception. For practice and effectiveness, $r=.725$, $p<.000$. This means, there was a strong association or relationship between practice and effectiveness according to respondents' perception. In general, as it was perceived by headteachers the effectiveness of transformational leadership depends on practicing it. It means the headteachers who practiced transformational leadership frequently or moderately often perceived it as effective.

Keywords: Headteachers, Transformational Leadership, Practices, Effectiveness

1.0 INTRODUCTION

The level of practice and the effectiveness of transformational leadership in schools as it is perceived by headteachers is an issue that needs to be studied. The self evaluation of the headteachers will raise the awareness and will determine their level of practice and effectiveness of transformational leadership which need to be investigated. It is these expressed concerns in the leadership of schools that brings one to question how far leadership in primary schools has moved away from the instructional and transactional models of leadership to the more effective transformational leadership style characterized by its four dimensions.

2.0 LITERATURE REVIEW

The literature offers varying interpretations of the concept of transformational leadership. Gunter (2001) states that transformational leadership is about building a unified common interest between leaders and followers. In school context, Leithwood (2003) stresses that transformational leadership refers the school leaders who inspire staff with a vision of the school; who respects individual members of staff and concerns about their personal feelings and needs; who encourages collaboration among staff and assists in creating a widely shared set of norms, values and beliefs. The central focus of leadership ought to be the commitments and capacities of organizational goals and greater capacities for accomplishing those goals are assumed to result in extra effort and greater productivity.

2.1 Dimensions of Transformational Leadership

Researches by Bass (1998), Lunenburg (2003), Patiar (2005), Yukl (2006), Bass & Riggio (2006) suggested that four main dimensions of transformational leadership are idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation.

2.2 Idealized Influence

Idealized influence or charisma is the first dimensions of transformational leadership which refers to the leaders whom followers see as charismatic when the leaders provide “emotional arousal” that is a sense of mission, vision, excitement and pride (Bass, 1985, Stone et al, 2003). This feeling is typically associated with admiration, “respect and trust of the leader” (Bass, Avolio, Jung & Berson, 2003:208). Some authors asserted that, “idealized influence is linked to charisma” (Gellis, 2001:18). Charismatic leadership is a characteristic of transformational leadership and depends on leaders as well as followers for its expression. Pounder (2002, 2008) explains that here the leader provides vision and a sense of mission, expresses confidence in the vision, instills pride, gains respect and trust, and increases optimism. Bass and Riggio (2006) conclude that leaders who have a great deal of idealized influence are willing to take risks and are consistent rather than arbitrary. They can be counted to do the right thing, demonstrating high standards of ethical and moral conduct.

2.3 Inspirational Motivation

Inspirational motivation is another dimension of transformational leadership and it refers to the leaders who inspire their followers to set high expectations, use symbols to focus efforts, express important purposes in simple ways and are specifically concerned with communicating a vision to followers (Rosenbach & Taylor, 1993, Barnett & McCormick, 2003; Lunenburg, 2003; Stone et al., 2003). According to Pounder’s (2008) explanation, here the leader acts as a model for subordinates, communicates a vision in an appealing way, communicates high performance expectations and uses symbols to focus efforts. These leaders articulate a compelling vision of the future (Bass & Riggo, 2006). This dimension is a measure of the leader's ability to create confidence in the leader's vision and values. Bass and Riggio (2006:6) assert that leaders get followers involved in envisioning attractive future states; they create clearly communicated expectations that followers want to meet and also demonstrate commitment to goals and the shared vision.

2.4 Individualized Consideration

Individualized consideration refers to the leader who gives personal attention to the followers, their needs and it is the third dimension of transformational leadership. The leader coaches and mentors, provides continuous feedback, and links organizational members' needs to the organization's mission (Pounder, 2008; Humphreys, 2005; Lunenburg, 2003; Geijssel et al., 2002). The leader in this stage builds a personal, considerate relationship with each individual, focusing on that person’s needs. They help followers learn and develop by encouragement personal responsibility. They exhibit trust and respect (Bass & Riggio, 2006). They act as coaches and advisors while trying to assist individuals in becoming fully actualized (Pounder, 2008). Edwards (2008) asserts on individualized consideration that consists of the leader giving personalized attention and individualism toward followers. These leaders are highly focused on the developmental needs of the followers. An individually considerate leader in fact delegates

tasks as a means of developing followers. Delegated tasks are monitored to determine whether the followers need additional direction or support and to assess progress; however, the followers do not feel they are being monitored (Bass & Riggo, 2006).

2.5 Intellectual Stimulation

Intellectual stimulation provide followers with a flow of new ideas, challenging followers to rethink old ways of doing things (Edwards, 2008; Geijssel & Slegers, 2002). Here the leaders encourage the followers to develop their own task structure and figure out problems on their own. Here transformational leaders stimulate their followers' efforts to be more innovative and creative by questioning assumptions, reframing problems and approaching old situations in new ways (Avolio and Bass, 2002). Transformational leaders exist primarily to focus and help carry out the visions of followers. It involves real, unique contributions from both followers and leaders (Sashkin & Rosenbach, 1992; Pounder, 2008; Humphreys, 2005; Lunenburg, 2003).

3.0 STATEMENT OF PROBLEM

The previous research studies (Leithwood and Jantzi, 2000) indicate that transformational leadership is one of the most effective factors in school competency which includes job satisfaction, capacity to develop higher levels of commitment, collaboration, students' achievement, productive school culture and school efficiency. In fact, most studies in school leadership have addressed the issue of the positive effects of transformational leadership on school (Geijssel & Slegers, 2002; Yu, Leithwood & Jantzi 2002). Recent reviews of research in school leadership have revealed that many studies have examined the effect of transformational leadership and its impact on schools achievement and competency starting from the restructuring and reformation of schools up to date (Leithwood, 1990, 1994; Yu, Leithwood & Jantzi 2002; Chan, 2002; Fullan, 2002). Although transformational leadership has been identified as one of the most effective factor associating with school competency and headmasters are always seen as transformational leaders in successful schools, yet there is less evidence on practicing transformational leadership effectively. In order to examine the headmasters' involvement as transformational leaders the research aims to investigate headmasters' perception of practicing of effective transformational leadership.

4.0 PURPOSE AND OBJECTIVES

The main purpose of this study is to investigate the headteachers' perception of practicing of effective transformational leadership. The objectives were to examine the following questions:

1. What is the perception of headteachers' of practicing transformational leadership?
2. To what extent do headteachers' practice transformational leadership?
3. What is the perception of headteachers' of effective transformational leadership?
4. Is there any statistically significant difference in perception of headteachers of practicing transformational leadership according to their gender, age, working experience, number of students, and, location of the schools?
5. Is there any statistically significant difference in perception of headteachers of effective transformational leadership according to their gender, age, working experience, number of students, and location of the schools?
6. Is there any statistically significant relationship between practicing and effectiveness of transformational leadership according to headteachers' view?

5.0 RESEARCH METHODOLOGY

This study was designed by using survey research methodology to identify headteachers' perception of practicing of effective transformational leadership.

5.1 Sample and Instruments

The respondents for this study consist of one-hundred-seventy-six PKGPB (*Program Khas Pensiswazahan Guru Besar*) headteachers who are undergoing Bachelor in Education Management in the 2009 academic year in the University of Tun Hussein Onn Malaysia (UTHM), University of Malaysia Sabah (UMS) and International Islamic University Malaysia (IIUM). The survey was conducted based on a questionnaire which consisted of twenty items divided into four dimensions namely developing widely shared vision, providing intellectual stimulation, offering individualized support, and, creating a productive school culture. The instrument used a five-point scale "1- not at all", "2-once in awhile", "3-sometimes"; "4-fairly often"; and "5-frequently" for practices. As for effectiveness the scale: "1-not effective"; "2-barely effective"; "3-quite effective"; "4-effective"; "5-very effective". The Cronbach alpha for the items of the instrument for practice was 0.92 and for effectiveness was 0.90.

5.2 Reliability, Validity and Pilot Study

Avolio and Howel (1992), Seltzer and Bass (1990) measured MLQ, found significant relationship between transformational leadership and subordinate satisfaction. The pilot carried out to forty headmasters who attended the course of Bachelor of Education and Management in Institute of Education at IIUM, Cohort 2nd students in November 2008 session. The reliability of dimensions of transformational leadership showed the Alpha Cronbach – on practices of 20 items with Alfa value .84, while, effectiveness 20 items with value of Alfa .83. In order to determine the validity of the instrument face validity, the researcher showed the items of questionnaire to two lecturers to ensure whether the content of the items, the grammar and language used in questionnaire were appropriate. A minor amendments and improvement were made after the consultation and proceeded to the real study.

6.0 ANALYSIS AND RESULTS

This section presents the data analysis and results of the study. Descriptive and Inferential statistics, one way ANOVA, t-test and Pearson Correlation has been appropriately used for data analysis to address research questions. The results will be presented into four sections: (1) demographic variables; (2) headteachers' perception of practicing of transformational leadership; (3) headteachers' perception of effective transformational leadership; (4) the relationship between practice and effectiveness of transformational leadership.

7.0 DEMOGRAPHIC VARIABLES

In relation to gender, the results indicate that 64.8% (n=114) of the participants were male headmasters while 35.2% (n=62) were female headmistress. In relation to ethnic group, the analysis indicated that 53.4% (n=94) of the respondents were Malay, Sabah and Sarawak 29.5% (n=52), 13.1% (n=23) Chinese and 4.0% (n=7) Indians. Under academic qualifications, the analysis indicated that 42.6% (n=72) of the respondents had SPM (*Sijil Pelajaran Malaysia*, Malaysian Certificate of Education), STPM (*Sijil Tinggi Persekolahan Malaysia*, Malaysian Higher School Certificate) (27.8%), and, (n=49), 29.5% (n= 52) were diploma holders.

In terms of location of the school, majority of the respondents worked in rural area (51.7%, n=91), urban 29.5% (n=52), and 18.8% (n=33) worked at remote areas. The data shows that 81.8% (n=144) of respondents worked at National schools, 11.9% (n=21) Chinese schools, Tamil schools 3.4% (n=6), and Ex-missionary/English schools 2.8% (n=5). The data indicate that 44.3% of the respondents schools in grade “A”, grade “B” (29.0%), and, others (26.7%).

The minimum age of the respondents were 38 years while the maximum were 52 years old. The results indicates that 40.9% (n=72) of the respondents had 5-10 years of experience, 35.8% (n=63) experienced 10 and above years, and (23.3%, n=41) had between 1-5 years. In relation to the number of students in a particular school under the respondents’ supervision, the results indicate that 75.6% of the schools had less than 500 students, 15.3% between 500-1000 students, 5.7% had between 1000-1500 students, and, 3.4% had over 1500 students.

8.0 HEADMASTERS’ PERCEPTION OF PRACTICING OF TRANSFORMATIONAL LEADERSHIP

Table 1 illustrates the perceptions of headteachers of practicing of transformational leadership which are presented in frequency and percentage form. The response of practices was summarized into scale of ‘S=sometimes, FO=fairly often, F=frequently’. While for effectiveness the scale is summarized into ‘QE=quit effective’, ‘E=effective’, ‘VE= very effective’.

The score of the items indicate that a majority of the headteachers’ practiced transformational leadership fairly often. Looking at each item, the least item in practicing transformational leadership under the category “fairly often” was item 7: “I communicate school mission and vision to staff” which scored 35.8%. However, the highest item scored under category “fairly often” was item 18 which scored 63.1%. It illustrate: “I symbolize success and accomplishment within staff profession”. Under the category “frequently” the least item scored 20.5% which was item 1: “I use reasoning and evidence rather than unsupported opinion”. The highest item scored 54.5% which was the item 13: “I provide moral support by making staff feel appreciated”. Three items (1, 2 and 4) have the highest score under the category of “sometimes”. The item second scored 30.7% which was “I get staff to rethink ideas they had never questioned before”. Item number 1 scored 25.6% which was “I use reasoning and evidence rather than unsupported opinion”. Lastly item 4 scored 19.9% which was “I encourage staff to try new practices consistent with their interests”.

Table 1:
Respondents’ Perception of Practicing Transformational Leadership

Items	S		FO		F	
	%	(n)	%	(n)	%	(n)
Providing Intellectual Stimulation						
1. I use reasoning and evidence rather than unsupported opinion	25.6%	(45)	51.1%	(90)	20.5%	(36)
2. I get staff to rethink ideas they had never questioned before	30.7%	(54)	50.0%	(88)	13.6%	(24)
3. I facilitate opportunities for staff to learn from each other	12.5%	(22)	51.1%	(90)	33.0%	(58)
4. I encourage staff to try new practices consistent with their interests	19.9%	(35)	52.3%	(92)	26.7%	(47)
5. I encourage staff to pursue their own	11.9%	(21)	48.9%	(86)	38.1%	(67)

	goals for professional learning			
	Developing Widely Shared Vision			
6.	I give staff a sense of overall purposes	13.6% (24)	52.3% (92)	31.8% (56)
7.	I communicate school mission and vision to staff	13.6% (24)	35.8% (63)	50.0% (88)
8.	I talk enthusiastically about what needs to be accomplished	10.8% (19)	54.5% (96)	33.0% (58)
9.	I work toward whole staff agreement in establishing priorities for school goals	4.0% (7)	58.5%(103)	36.4% (64)
10.	I express confidence that goals will be achieved	9.1% (16)	51.1% (90)	39.8% (70)
	Offering Individualized Support			
11.	I take staff opinions into consideration when initiating actions	8.0% (14)	58.5%(103)	32.4% (57)
12.	I treat staff as individuals rather than just a member of a group	19.3% (34)	47.7% (84)	26.1% (46)
13.	I provide moral support by making staff feel appreciated	6.8% (12)	38.6% (68)	54.5% (96)
14.	I consider staff as individual having different needs, abilities and aspiration from others	11.9% (21)	53.4% (94)	34.7% (61)
15.	I help staff to develop their strengths	9.1% (16)	41.5% (73)	41.5% (73)
	Creating Productive School Culture			
16.	I encourage the development of a strong school culture	5.1% (9)	43.2% (76)	51.1% (90)
17.	I set respectful tone for interaction with staff	8.5% (15)	43.2% (76)	48.3% (85)
18.	I symbolize success and accomplishment within staff profession	8.0% (14)	63.1%(111)	29.0% (51)
19.	I show respect for staff by treating them as professionals	5.7% (10)	40.9% (72)	52.3% (92)
20.	I promote an atmosphere of caring and trust among staff	5.7% (10)	40.9 (72)	52.8% (93)

Note: S=sometimes, FO=fairly often, F=frequently

Table 1 indicates that majority of headteachers practice transformational leadership fairly often, most of them do practice transformational leadership frequently, and some of headteachers practice transformational leadership sometimes. The scores of the items under category “fairly often” and “frequently” have similarities. More precisely, the items which got highest mean score according to headteachers’ view on practicing transformational leadership were under the three dimensions of transformational leadership: (1) developing widely shared vision; (2) offering individualized support; and (3) creating productive school culture. The least dimension scored was providing intellectual stimulation. This means, the highest dimension scored was creating productive school culture and the least dimension scored was the dimension of providing intellectual stimulation.

8.1 Practice and Gender

Table 2 shows the headteachers' perception of the transformational leadership practice among gender.

Table 2
Respondents' Perception of Practice and Gender

Gender	M	SD	t-value	P
Male	82.47	8.08	4.769	.000
Female	88.27	6.96		

Notice: df=176

Table 2 shows the result of the T-test analyses illustrates that there was a significant difference in perceptions of headteachers of practicing transformational leadership between male and female, $t=4.769$, $p<.000$.

8.2 Practice and Age, Working Experience, Number of Students

Table 3 shows that there was a significant correlation between the age of headteachers and practicing of four dimensions of transformational leadership ($r=.168$, $p<.026$). Similarly, there was a significant positive relationship between working experience of the respondents and practicing of four dimensions of transformational leadership ($r=.196$, $p<.009$). According to the number of students and practicing four dimensions of transformational leadership Pearson correlation indicates that there was a positive significant correlation ($r=.164$, $p<.030$) between number of students in a schools and the practice of four dimensions of transformational leadership as it was perceived by headmasters.

Table 3
Relationship between Practice and Age, Working Experience, Number of Students

Demographics	Correlation (r)
Age	.168*
Working Experience	.196**
Number of Students	.164*

Notice: (r) = Pearson Correlation. * Correlation is significant at $p< 0.05$ level. ** Correlation is significant at $p<0.01$.

Table 3 indicates that there was a positive significant relationship between the age, working experience, number of students in the school and practice of four dimensions of transformational leadership.

8.3 Pos Hoc Turkey (HSD) of Respondents Perceptions of Practice and Location of the School

Table 4 shows the Pos Hoc analysis according to Schools Location.

Table 4:
Pos Hoc Turkey (HSD) of Respondents Perceptions of Practice and Location of the School

School's Location	School's Location	Mean Difference	Sig.
Urban	Rural	2.51	.174
	Remote	4.88	.019*
Rural	Urban	-2.51	.174
	Remote	2.37	.317
Remote	Urban	-4.88	.019*
	Rural	-2.37	.317

* The mean difference is significant at the .05 level.

The results shown in Table 4 indicated that there is a difference between schools location in Urban and Remote areas (mean=4.8, $p<.019$).

9.0 HEADMASTERS' PERCEPTION OF EFFECTIVE TRANSFORMATIONAL LEADERSHIP

Table 5 shows the perception of headmasters of effective transformational leadership. The result shows that the least item scored 38.6% was 7 "I communicate school mission and vision to staff". This indicates that to communicate school mission and vision is moderately effective. To compare the item 7 of table 1 where the result of perception of headmasters of practicing of transformational leadership available we can conclude that although the headmasters communicate the school mission and vision, yet they perceive it as moderately effective. The items 11 and 18 have the highest score under the category "effective". Item 11 scored 61.4% which was "I take staff opinions into consideration when initiating actions". Item 18 scored 60.2% which was "I symbolize success and accomplishment within staff profession". Thus, the headmasters perceive that to take staff opinions into consideration when initiating action is effective. That follows by item 18 where the staff agreed that to symbolize success and accomplishment within staff profession is effective.

Noticeably, under the category of "very effective" items 20, 19, 17 and 13 have the highest scores. Item 20 scored 45.5% which was "I promote an atmosphere of caring and trust among staff". Item 19 scored 44.9% which was "I show respect for staff by treating them as professionals". Item 17 and 13 scored 39.2% which were "I set respectful tone for interaction with staff" and "I provide moral support by making staff feel appreciated". The above mentioned results indicate that headmasters perceive that to promote an atmosphere of caring and trust among staff is very effective. It follows by showing respect for staff by treating staff as professionals is effectiveness. In general, majority of respondents agreed that most of them perceive transformational leadership as effective.

Table 5
Respondents' Perception of Effective Transformational Leadership

Items	QE		E		VE	
	%	(n)	%	(n)	%	(n)
Providing Intellectual Stimulation						
1. I use reasoning and evidence rather than unsupported opinion	30.1%	(53)	50.6%	(89)	17.6%	(31)
2. I get staff to rethink ideas they had never questioned before	35.2%	(62)	51.7%	(91)	6.8%	(12)
3. I facilitate opportunities for staff to learn from each other	21.6%	(38)	53.4%	(94)	22.7%	(40)
4. I encourage staff to try new practices consistent with their interests	26.1%	(46)	55.1%	(97)	16.5%	(29)
5. I encourage staff to pursue their own goals for professional learning	21.6%	(38)	49.4%	(87)	24.4%	(43)
Developing Widely Shared Vision						
6. I give staff a sense of overall purposes	23.9%	(42)	51.7%	(91)	19.3%	(34)
7. I communicate school mission and vision to staff	22.7%	(40)	38.6%	(68)	34.7%	(61)
8. I talk enthusiastically about what needs to be accomplished	21.6%	(38)	52.3%	(92)	23.3%	(41)
9. I work toward whole staff agreement in establishing priorities for school goals	16.5%	(29)	55.1%	(97)	25.6%	(45)
10. I express confidence that goals will be achieved	19.9%	(35)	53.4%	(94)	23.9%	(42)
Offering Individualized Support						
11. I take staff opinions into consideration when initiating actions	14.8%	(26)	61.4%	(108)	23.3%	(41)
12. I treat staff as individuals rather than just a member of a group	22.2%	(39)	55.7%	(98)	17.0%	(30)
13. I provide moral support by making staff feel appreciated	9.7%	(17)	50.6%	(89)	39.2%	(69)
14. I consider staff as individual having different needs, abilities and aspiration from others	14.8%	(26)	55.7%	(98)	24.4%	(43)
15. I help staff to develop their strengths	11.9%	(21)	55.7%	(98)	31.3%	(55)
Creating Productive School Culture						
16. I encourage the development of a	16.5%	(29)	51.1%	(90)	29.5%	(52)

strong school culture				
17.	I set respectful tone for interaction with staff	9.7% (17)	50.6% (89)	39.2% (69)
18.	I symbolize success and accomplishment within staff profession	14.8% (26)	60.2% (106)	23.9% (42)
19.	I show respect for staff by treating them as professionals	10.8% (19)	44.3% (78)	44.9% (79)
20.	I promote an atmosphere of caring and trust among staff	10.8% (19)	43.8% (77)	45.5% (80)
Notice: QE=quit effective, E=effective, VE= very effective				

In contrast to perception of headmaster of practicing transformational leadership, Table 5 shows the items of dimension of developing widely shared vision got the least mean score. However, similar response were found on the items of dimension of intellectual stimulation with the least mean score between practice and effectiveness of transformational leadership as it was perceived by respondents. The items which got highest mean score according to headmasters' view were under the two dimensions of transformational leadership: (1) creating productive school culture. (2) Offering individualized support. This means, the highest dimension scored was creating productive school culture and the least dimension scored was the dimension of providing intellectual stimulation.

9.1 Effectiveness and Gender

Table 6 presents the headteachers' perception of effectiveness of transformational leadership among gender.

Table 6:
Respondents' Perception of Effectiveness and Gender

Gender	M	SD	t-value	p
Male	79.38	8.23	2.295	.023
Female	82.67	9.52		

Note: df=174

Table 6 shows, the result of the T-test analyses illustrates that there was a significant difference in perceptions of headmasters of effectiveness of transformational leadership between male and female, $t=2.295$, $p<.023$

9.2 Effectiveness and Age, Working Experience, Number of Students

Table 7 presents the result of headteachers' transformational leadership effectiveness and age, working experience, number of students

Table 7
Relationship between Effectiveness and Age, Working Experience, Number of Students

Demographics	Correlation (r)
Age	.165(*)
Working Experience	.140
Number of Students	.151(*)

Notice: * Correlation is significant at $p < 0.05$ level (two tailed).

Table 7 shows that there was a significant correlation between the age of headmasters and perceiving four dimensions of transformational leadership as effective ($r=.165$, $p<.029$). There was a relationship between working experience of the respondents and effectiveness of transformational leadership ($r=.140$, $p<.064$) but it was not significant. According to the number of students and perceiving effectiveness of transformational leadership Pearson Correlation indicates that there was a positive significant correlation ($r=.151$, $p<.046$) between number of students under headmasters' supervision in a schools and the effectiveness of transformational leadership as it was perceived by headmasters. This means that there was a positive significant relationship between the age, number of students in the school and effectiveness of transformational leadership.

10.0 THE RELATIONSHIP BETWEEN PRACTICE AND EFFECTIVENESS OF TRANSFORMATIONAL LEADERSHIP

Table 8 presents the relationship between practice and effectiveness of transformational leadership among headteachers of primary schools in Malaysia.

Table 8
The relationship Between Practice and Effectiveness of Transformational Leadership

Variables	Correlation ®
Practice	.725(**)
Effectiveness	

** Correlation is significant at $p < 0.01$ level (2-tailed).

The result of Pearson Correlation analysis shows that practice and effectiveness of transformational leadership were correlated positively according to respondents' perception. For practice and effectiveness, $r=.725$, $p<.000$, shown on Table 8. This means, there was a strong association or relationship between practice and effectiveness according to respondents' perception. In general, as it was perceived by headmasters the effectiveness of transformational leadership depends on practicing it. It means the headmasters who practiced transformational leadership frequently or moderately often perceived it as effective. Hence, the headmasters who practice transformational leadership they perceive it effective.

11.0 CONCLUSION

The score of the items indicate that a majority of the headmasters practiced transformational leadership and they perceive it effective. The t-test analyses showed that there was difference on respondents' perception according to gender both in practice and effectiveness. The female headmasters practiced transformational leadership more frequently and perceived it as effective than the male headmasters. The Pearson Correlation analysis showed that there was relationship between practice and effectiveness of transformational leadership and age, working experience and number of students. The ANOVA analysis showed that there was a significant difference between practice and ethnic group, location of the school, type of the school and school's grade according to the headmasters' perception. The ANOVA analysis indicates that there was a significant difference between effectiveness of transformational leadership and ethnic group, academic qualifications and location of the school. However, the findings indicate that there was no significant difference between effectiveness of transformational leadership and types of the school, school's grade. With regards to relationship between practice and effectiveness of transformational leadership on respondents' perception the Pearson Correlation analyses indicate that there was a significant positive correlation between practice and effectiveness.

References:

- Avolio, B.J. and Bass, B.M. (2002). *Developing Potential across a Full Range of Leadership Cases on Transactional and Transformational Leadership*. Lawrence Erlbaum Associates, Mahwah, NJ.
- Barnett, K., & McCormick, J. (2003). Vision, relationships and teacher motivation: A case study. *Journal of Educational Administration*, 41(1), 55-73.
- Bass, B.M. and Avolio, B.J. (1994). *Improving Organizational Effectiveness Through Transformational Leadership*. Sage Publications, Thousand Oaks, CA.
- Bass, B. and Avolio, B. (1997). *The Full Range Leadership Development Manual for the Multifactor Leadership Questionnaire*. Redwood City, CA: Mind Garden,
- Bass, B. (1998). *Transformational leadership: Industry, military, and educational impact*. Mahwah, NJ: Erlbaum Associates.
- Bass, M.B., Riggio, E. R. (2006). *Transformational Leadership: Second Edition*. (2nd. edn.). NY: Routledge.
- Edwards B Claudia (2008). An Investigation Of The Relationship Between Transformational Leadership And Organizational Health. Unpublished Doctorial Thesis, Capella University.
- Gellis, Z.D. (2001). Social work perceptions of transformational and transactional leadership in health care. *Social Work Research*, 25 (1), 17-25.
- Geijsel, F., Sleegers, P., & Berg, R. van den. (1999). Transformational leadership and the implementation of large-scale innovation programs. *Journal of Educational Administration*, 37 (4), 309-328.
- Humphreys, H. J. (2005). Contextual implications for transformational and servant leadership: A historical investigation. *Journal of Management Decision*, 43 (10), 1410-1431.
- Leithwood, K., & Jantzi, D. (1990). Transformational leadership: how principals can help reform school cultures. *School Effectiveness and School Improvement*, 1, 249-80.
- Leithwood, K., Jantzi, D. & Steinbech, R. (1999). *Changing Leadership for Changing Times*. Open University Press, Buckingham, Philadelphia, PA.

- Lunenburg, F. C. (2003). Emerging Perspectives: the usefulness of the construct of Transformational Leadership in Educational Organizations. Paper presented at the Annual Meeting of the national Council of Professors of Educational Administrations. Sedona. Az.
- Pounder, S. J. (2008). Transformational Leadership: Practicing What We Teach in the Management Classroom. *Journal of Education for Business*. 84 (1), 2-5.
- Patlar, K. A. (2005). Managers' perception of market competition, transformational leadership, use of mass information and performance: a cross-cultural study in hotels. Unpublished doctoral dissertation, Griffith Business School. Griffith University.
- Rosenbach, E. W., & Taylor, L. R. (1993). *Contemporary Issues in Leadership* (3rd edn.). USA: Westview Press, Inc .
- Sashkin , M., & Rosenbach, E.W. (1992). *Assessing Transformational Leadership and Its Impact*. Greensboro, NC: Center for Creative Leadership.
- Stone, G. A., Russell, F. R., & Patterson, K. (2003). Transformational versus servant leadership: a difference in leader focus. *The Leadership & Organization Development Journal* 25 (4), 349-361. Retrieved March 20, 2009, www.emeraldinsight.com/0143-7739.htm
- Yukl, G. (2006). *Leadership in organizations*. (6th edn.). New Jersey: Pearson Prentice Hall.